DOCUMENT RESUME

ED 467 758 SP 040 981

AUTHOR	Selzer, Dana S.
TITLE	An Investigation of Support for Beginning Teachers in Kansas. Summary Report.
PUB DATE	2000-10-00
NOTE	58p.; Prepared by Department of Certification and Teacher Education, Kansas State Department of Education.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; *Job Satisfaction; Mentors; Teacher Attitudes; *Teacher Orientation; *Teaching Conditions
IDENTIFIERS	*Kansas

ABSTRACT

This study surveyed 553 Kansas beginning teachers regarding their perceptions of support and job satisfaction during their first year. Overall, respondents were most likely to experience traditional orientation activities. They were less likely to experience teaching conditions that took into account their unique needs as beginners and less likely to be involved in activities that supported their professional growth. In general, respondents did not experience a high degree of support. However, they had a high degree of job satisfaction overall. Respondents considered the most helpful support to be that they received from their fellow educators, protection from difficult teaching situations, socialization activities, and staff development. They considered the most difficult aspects to be their teaching conditions, lack of staff development, lack of support and respect from administrators and staff, and lack of orientation to the policies and procedures of the district. They reported needing more support in the same areas. Seventeen recommendations based on the study findings include: provide beginning teachers with comprehensive, ongoing support in eight support categories throughout their first teaching years, adapt the teaching environment for beginning teachers to accommodate for their lack of experience and expertise, and base induction programs on beginning teachers' developmental needs. (Contains 14 tables.)(SM)

Reproductions supplied by EDRS are the best that can be made

SP

ED 467 758

AN INVESTIGATION OF SUPPORT FOR BEGINNING TEACHERS IN KANSAS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Dana S. Selzer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Summary Report

Prepared For

Department of Certification and Teacher Education

Kansas State Department of Education

Dr. Dana S. Selzer

October 27, 2000

©2000 Dr. Dana S. Selzer
Permission is granted to KSDE to copy this document.

BEST COPY AVAILABLE

ABSTRACT

This study involved 553 beginning teachers in Kansas, or 38% of the beginning teachers who taught during the 1999-2000 school year. The study used a survey instrument, the Beginning Teacher Experience Survey (BTES) that included a demographics section, a support section, a job satisfaction section, and three open response questions to determine the extent to which beginning teachers were being supported during their first year. Descriptive statistics were organized and reported for all data sets around eight support categories: teaching conditions, socialization/school culture, orientation, professional growth, training, sustained organizational support, mentor conditions, and support providers.

Results from descriptive statistical analysis indicated that beginning teachers in the sample were most likely to experience traditional orientation activities. They were not as likely to experience teaching conditions that took into account their unique needs as beginners, nor were they as likely to be involved in activities that supported their professional growth.

On the support portion of the BTES, subjects earned a mean experience score of 71.4 or 45.8% out of 156 possible support points. Results indicated that subjects in general did not experience a high degree of support. On the job satisfaction portion of the BTES, subjects had a mean job satisfaction score of 47.6 or 85% out of 56 possible job satisfaction points. Results indicated that subjects in general had a high degree of job satsifaction.

Subjects reported as most helpful the support of their fellow educators, protection from difficult teaching situations, socialization activities, and staff development. They described as most difficult their teaching conditions, lack of staff development, lack of support and respect of

©2000 Dr. Dana S. Selzer

administrators and staff, and lack of orientation to the policies and procedures of the district. They indicated they needed more support in the same areas.

Three statistical tests were conducted: (1) ANOVA of experience vs. district size (small, mid-sized, large), (2) ANOVA of experience vs. urban/rural, and (3) correlation between support and job satisfaction. All were found to be significant ($p < .000$) due to the large sample size, but only the correlation (experience and job satisfaction) was found to be practically significant (r-squared=.25).

©2000 Dr. Dana S. Selzer

LIST OF TABLES iii

PURPOSE OF THE STUDY 1

DESCRIPTION OF THE SAMPLE 1

DESCRIPTION OF THE SURVEY INSTRUMENT 2

RESULTS OF DATA COLLECTION 3

Descriptive Statistics 3

Demographic Data 3

Level of Support 4

Kinds of Support 4

Categorical Analysis of Kinds of Support 12

Kinds of Support by Category 14

Most Helpful 15

Most Helpful by Category 19

Most Difficult 20

Most Difficult by Category 24

Needed More Support 25

Needed More Support by Category 29

Kinds of Support from All Data Sources 30

Job Satisfaction 31

Categorical Analysis of Job Satisfaction 32

Job Satisfaction by Category 32

Hypothesis Testing 33

Level of Support in Small vs. Mid-sized vs. Large Districts 33

©2000 Dr. Dana S. Selzer

Level of Support in Urban vs. Rural Districts 33

Correlation Between Level of Support and Job Satisfaction 33

SUMMARY OF DATA ANALYSIS 34

Teaching Conditions Summary 34

Common Support Providers Summary 35

Staff Development Summary 36

Socialization/School Culture Summary 36

Orientation Summary 37

Sustained Organizational Support Summary 38

Professional Growth Summary 38

Mentor Conditions Summary 39

RECOMMENDATIONS 40

CONCLUSION 42

APPENDIX A. BEGINNING TEACHER EXPERIENCE SURVEY 44

APPENDIX B. BEGINNING TEACHER EXPERIENCE SURVEY CONCEPT MAP 49

©2000 Dr. Dana S. Selzer

LIST OF TABLES

Table 1 – Level of Support 4

Table 2 - Kinds of Support 5

Table 3 – Support Items Assignment by Category 13

Table 4 – Support Items by Category 14

Table 5 – Most Helpful 15

Table 6 – Most Helpful by Category 19

Table 7 – Most Difficult 20

Table 8 – Most Difficult by Category 24

Table 9 – Needed More Support 25

Table 10 – Needed More Support by Category 29

Table 11 – Kinds of Support from All Data Sources 30

Table 12 – Job Satisfaction 31

Table 13 – Job Satisfaction Items Assignment by Category 32

Table 14 – Job Satisfaction by Category 33

©2000 Dr. Dana S. Selzer

PURPOSE OF THE STUDY

The purpose of this study was to investigate how Kansas school districts are currently supporting their beginning teachers, and how those support systems affect their job satisfaction. While Kansas is currently working to encourage voluntary mentoring projects at the district level, little is known about what kinds of support systems currently exist, and whether or not the ones that do exist are helpful to the beginning teacher. This study seeks to answer the following questions:

1. What level of support is currently in place in Kansas for beginning teachers?
2. What types of support systems are currently in place in Kansas for beginning teachers?
3. What are some of the most helpful, supportive practices identified by beginning teachers during their first year?
4. What do beginning teachers perceive to be their greatest difficulties and needs for support?
5. Is there a difference between the level of support given beginning teachers in small vs. mid-sized vs. large districts?
6. Is there a difference between the level of support given beginning teachers in rural areas vs. urban areas?
7. Is there a correlation between the level of support given beginning teachers in Kansas and their level of satisfaction?

DESCRIPTION OF THE SAMPLE

On April 5, 2000, 1,450 surveys were mailed to all teachers in Kansas who were identified by the Department of Certification and Teacher Education at the Kansas State Department of Education as first year teachers. A total of 587 surveys (40.5%) were returned. Of those returned, 553 (38%) met the definition of beginning teacher and became the sample for the study. The beginning teacher was defined as any teacher who was in his/her first full year of the teaching profession and placed in a permanent teaching position at the PreK-12 level in a Kansas school district.

©2000 Dr. Dana S. Selzer

DESCRIPTION OF THE SURVEY INSTRUMENT

Data for the study were collected through the Beginning Teacher Experience Survey (BTES), a tool that was created by the researcher based on best practices for the support and nurture of beginning teachers found in the literature. (See Appendices A and B.) The BTES was made up of the following sections:

- **Demographic section -** designed to provide information about the subjects in the study. It included items related to experience, gender, ethnicity, teaching assignment, age, college of preparation, grade level(s), subject(s) taught, extracurricular activities, and type of structured induction program.
- **Support section –** designed to determine the extent to which beginning teachers had experienced support systems that were drawn from the literature on best practices for the retention and development of beginning teachers. Each item on the 52 item survey was rated on a Likert scale from 4 (absolutely a part of my experience) to 1 (not a part of my experience).
- **Job satisfaction section** - designed to determine how satisfied beginning teachers were at the end of their first year. This section included 14 statements related to job satisfaction which were rated on a Likert scale from 4 (completely accurate) to 1 (not accurate).
- **Most helpful item** – designed to give subjects an opportunity to provide their own response to what had been most helpful to them during their first year on the job. Subjects responded to the the statement, "My district/school has been most helpful to me this year in the following ways."
- **Most difficult item**– designed to give subjects an opportunity to provide their own response to what had been most difficult during their first year on the job. Subjects responded to the the statement, "I have found the following to be the most difficult about being a beginning teacher in my district/school this year."
- **More support item** – designed to give subjects an opportunity to express their desire for more support during their first year on the job. Subjects responded to the statement, "I would have appreciated more support from my district/school this year in the following areas."

©2000 Dr. Dana S. Selzer

RESULTS OF DATA COLLECTION

Data were collected and reported using both descriptive and inferential statistics. Descriptive statistics were collected and analyzed according to:

1. demographics - based on data from the demographics section of the BTES
2. level of support - based on data from the support section of the BTES
3. kinds of support - based on data from the support, most helpful, most difficult, and more support sections of the BTES
4. job satisfaction - based on data from the job satisfaction section of the BTES

Hypothesis testing was conducted through the following statistical tests:

1. a regression analysis of level of support and job satisfaction
2. Analysis of Variance of level of support on small vs. mid-sized vs. large districts
3. Analysis of Variance of level of support on urban vs. rural districts

Descriptive Statistics

Demographic Data

- 47% of subjects had some past teaching experience (i. e., substitute teaching, volunteering)
- 75% were female; 25% were male
- 94% were Caucasian
- 83% were regular education; 12% special education; 5% were special assignment
- 63% were 25 years old or younger
- 16.5% were prepared out of state
- 60% were K-8; 25% were 9-12; those remaining covered broader range of levels
- 57% had at least one extracurricular assignment
- 65% were part of a structured induction program
- 66% had formal mentors assigned to them

©2000 Dr. Dana S. Selzer

Level of Support

Beginning teachers in the study averaged 71.4 out of 156 possible support points. In practical terms this indicated that the average beginning teacher received **45.8%** of the maximum support identified in the survey. Those with mentors received **51.3%**; those without mentors received **33.8%**.

Table 1 – Level of Support

Statistics	All (N=553)	Mentor (n=368)	No Mentor (n=185)
Minimum possible	0	0	0
Maximum possible	156	156	156
Minimum actual	11.0	15.0	11.0
Maximum actual	147.0	103.0	147.0
Mean	71.4	80.8	52.7
Standard Deviation	28.96	28.04	20.48
Mean % of total score	45.8%	51.3%	33.8%

The average score for all items on the support section of the Beginning Teacher Experience Survey (BTES) was **2.41** on the following 4-point scale:

4 = absolutely reflects my experience

3 = mostly reflects my experience

2 = somewhat reflects my experience

1 = does not reflect my experience

Kinds of Support

Items from the support section of the BTES were analyzed and disaggregated according to those with mentors and those without. The following table includes a report of items listed from highest to lowest mean score for all respondents.

©2000 Dr. Dana S. Selzer

Table 2 - Kinds of Support

Item No.	Kinds of Support Item	All N=553		Mentor (n=368)		No Mentor (n=185)	
		M	SD	M	SD	M	SD
9	This year I was provided printed materials about employment and school regulations.	3.7	.64	3.7	.65	3.6	.61
29	This year I have received regular communication about the district and/or building through such vehicles as newsletters, memos, or e-mail.	3.5	.74	3.6	.71	3.4	.79
35c	I have received very helpful support this year from another teacher who has been an informal mentor to me.	3.4	.91	3.5	.85	3.1	.98
7	I was shown around my building before the beginning of this school year.	3.4	.99	3.5	.10	3.2	1.11
35d	I have received very helpful support this year from other teachers in my building.	3.3	.87	3.3	.82	3.1	.93
27	This year my colleagues have created a climate that encourages me to seek assistance when I need it.	3.2	.91	3.3	.88	3.1	.94
13	An experienced teacher or administrator has observed my teaching this year and coached me so I might improve my teaching.	3.2	1.03	3.3	1.01	3.0	1.05
35a	I have received very helpful support this year from my building administrator.	3.1	1.01	3.2	1.00	2.9	1.02
14	Workshops and activities I experienced this year have been part of my individual development plan (IDP).	3.1	1.06	3.1	1.03	2.9	1.11

(table continues)

©2000 Dr. Dana S. Selzer

Item No.	Kinds of Support Item, cont.	All N=553		Mentor (n=368)		No Mentor (n=185)	
		M	SD	M	SD	M	SD
8	This year orientation information was provided to help me know how to function in the system, including procedures for doing particular tasks, guidelines, policies, and expectations of the school district.	3.0	.99	3.1	.98	2.8	.97
10	This year I received important materials and resources that I needed to successfully begin my teaching experience.	2.9	.91	3.0	.89	2.7	.90
30	This year I have been provided professional materials such as articles and newsletters to help me grow professionally.	2.9	1.04	3.0	1.03	2.7	1.03
24	I feel I have had ample emotional support this year.	2.9	1.05	3.0	1.00	2.7	1.10
26	My support system will continue after this year.	2.9	1.05	3.1	1.01	2.7	1.09
25	As a beginning teacher, I have had year-round support that started before the school year began.	2.7	1.11	2.8	1.09	2.4	1.09
17b	This school year I have received staff development on specific teaching strategies or the instructional process.	2.7	1.12	2.8	1.10	2.4	1.11
16	I have been given release time from my students this year to take part in staff development activities.	2.7	1.21	2.8	1.22	2.6	1.17

(table continues)

©2000 Dr. Dana S. Selzer

Item No.	Kinds of Support Item, cont.	All N=553		Mentor (n=368)		No Mentor (n=185)	
		M	SD	M	SD	M	SD
31	This year I have assessed my own skills using professional teaching standards as a guide.	2.6	1.05	2.6	1.07	2.4	1.01
15	I have been involved in a variety of staff development activities this year that have been designed to meet my needs as a beginning teacher.	2.5	1.10	2.7	1.10	2.1	.97
35e	I have received very helpful support this year from other beginning teachers in the system.	2.5	1.21	2.7	1.20	2.0	1.10
6	This year my district/building has helped me gain an understanding of the community and its culture.	2.4	.99	2.5	.98	2.1	.93
5	This year my building and/or district held social functions to help me build relationships with colleagues.	2.4	1.06	2.5	1.06	2.2	1.03
17a	This school year I have received staff development on classroom management strategies.	2.4	1.19	2.8	1.22	2.1	1.12
35b	I have received very helpful support this year from my assigned mentor.	2.4	1.32	3.1	1.07	-	-
32	This year I have had assistance developing my professional development goals based on professional teaching standards.	2.3	1.05	2.4	1.08	2.1	.97

(table continues)

©2000 Dr. Dana S. Selzer

Item No.	Kinds of Support Item, cont.	All N=553		Mentor (n=368)		No Mentor (n=185)	
		M	SD	M	SD	M	SD
23	I have been part of staff development activities this year that were designed to "catch me up" with my building's school improvement strategies.	2.3	1.05	2.3	1.07	2.1	1.00
1	This year I have been part of an induction program that has well defined goals, and I am clear about what it is intended to accomplish.	2.3	1.07	2.6	1.04	1.7	.89
20	At various times throughout this year I have been helped to reevaluate my changing strengths/needs.	2.3	1.11	2.5	1.12	2.1	1.03
34c	My mentor was carefully selected and matched to my grade level, my subject area and/or my specific needs.	2.3	1.30	3.0	1.12	-	-
33	This year I have had assistance planning and participating in activities designed to help me meet professional teaching standards.	2.2	1.04	2.3	1.06	1.9	.93
21	Throughout the year someone has helped me adapt strategies to address my changing needs (e.g., staff development, coaching, readings).	2.2	1.06	2.3	1.10	1.8	.87
2	This year I have had fewer professional responsibilities than experienced teachers in my building or district.	2.2	1.15	2.2	1.17	2.2	1.13

(table continues)

©2000 Dr. Dana S. Selzer

Item No.	Kinds of Support Item, cont.	All N=553		Mentor (n=368)		No Mentor (n=185)	
		M	SD	M	SD	M	SD
28	This year I have been part of a support group made up of other beginning teachers with whom I can express my joys and frustrations.	2.2	1.25	2.5	1.26	1.7	1.09
11	I have been given the opportunity this year to observe the practices of highly effective experienced teachers so I could learn from them.	2.2	1.13	2.3	1.15	2.0	1.81
19	Early in the year someone helped me develop strategies to meet my individual needs (i.e. staff development, coaching, reading materials).	2.1	1.07	2.3	1.11	1.7	.89
18	Early in the year someone helped me identify my individual strengths/needs as a teacher.	2.1	1.11	2.2	1.14	1.8	1.00
34b	The roles and responsibilities of my mentor have been clear to me.	2.1	1.21	2.6	1.13	-	-
17e	This school year I have received staff development on how to work with or conference with parents.	2.0	1.06	2.1	1.11	1.6	.88
34a	My mentor has had training on how to be an effective mentor.	2.0	1.22	2.7	1.16	-	-
34d	My mentor has received compensation in the form of financial support or professional development points.	2.0	1.37	2.9	1.38	-	-

(table continues)

©2000 Dr. Dana S. Selzer

Item No.	Kinds of Support Item, cont.	All N=553		Mentor (n=368)		No Mentor (n=185)	
		M	SD	M	SD	M	SD
35g	I have received very helpful support this year from central office administrators.	1.9	1.02	1.9	1.03	1.8	.98
12	I have been given the opportunity this year to collaboratively analyze what I have observed in the classroom(s) of experienced teachers.	1.9	1.06	2.1	1.11	1.6	.87
17c	This school year I have received staff development on scheduling, planning, and organizing the school day.	1.8	1.04	1.9	1.09	1.6	.90
34f	My mentor and I have had coordinated schedules so we can meet regularly.	1.8	1.16	2.3	1.23	-	-
17d	This school year I have received staff development on arranging, organizing, or analyzing the physical setting of the classroom.	1.7	.97	1.8	1.04	1.5	.76
35f	I have received very helpful support this year from college/university professors or outside consultants.	1.7	1.03	1.8	1.08	1.6	.88
4	This year the most challenging teaching assignments in my building have been given to the experienced teacher.	1.6	.83	1.6	.86	1.5	.76
35h	I have received very helpful support this year from local or state teacher organizations.	1.6	.88	1.6	.93	1.4	.74

(table continues)

©2000 Dr. Dana S. Selzer

Item No.	Kinds of Support Item, cont.	All N=553		Mentor (n=368)		No Mentor (n=185)	
		M	SD	M	SD	M	SD
34e	My mentor has been part of a peer support group for mentors.	1.6	1.09	2.1	1.29	-	-
3	This year my teaching load has been reduced compared to the teaching load of experienced teachers in my building or district.	1.3	.70	1.3	.75	1.2	.57
22	This year I have had assistance creating a professional portfolio that demonstrates my professional growth as a teacher.	1.2	.63	1.3	.68	1.2	.52
	M =	2.41		2.59		2.23	

©2000 Dr. Dana S. Selzer

Categorical Analysis of Kinds of Support

Items from the BTES were then organized into general categories of kinds of support. The items clustered around eight different categories.

1. Teaching Conditions. Items included in the teaching conditions category were those which described conditions of the workplace. They included such areas as planning time, class size, student discipline, and isolation from colleagues.
2. Socialization/School Culture. Items grouped in the socialization/school culture category included those dealing with how beginning teachers are socialized into the school and community. They included such areas as social events, how beginning teachers are included, and how they are introduced to the community culture.
3. Orientation to the District. Items grouped in the orientation to the district category included items that informed beginning teachers about how the district functioned. It included items such as policies and procedures, being shown around the buildings, and help with paperwork.
4. Professional Growth. Items grouped under professional growth were those related to the beginning teacher becoming a more reflective and effective professional. It included items such as being observed and given feedback, and being provided opportunity to reflect on observations of other professionals. This category did not include workshops and training.
5. Staff Development. This category included items that related to the specific training needs of beginning teachers. This category included such items as training on classroom management and discipline, and learning to conference with parents.
6. Sustained Organizational Support. The sustained organizational support category included those items that described how districts provided sustained support. This category included such items as ongoing communication, induction programs, and support for more than one year.
7. Mentor Conditions. The mentor conditions category included items that described the conditions of the mentoring program. This category included such items as mentor training and compensation, how mentors were chosen, and common planning time.

©2000 Dr. Dana S. Selzer

8. Common Support Providers. The common support provider category included items that mentioned those who typically support the beginning teacher. Some common providers that were included in this category were principals, formal and informal mentors, and other beginning teachers.

The following table identifies which items from the support section of the BTES were assigned to each of the eight categories.

Table 3 – Support Items Assignment by Category

Category	Items Numbers	% of Total Items
Teaching Conditions	2, 3, 4, 10	7.8
Socialization/School Culture	5, 6, 24, 27	7.8
Orientation to District	7, 8, 9	5.9
Professional Growth	11, 12, 13, 18, 19, 20, 21, 22, 31, 32, 33	21.6
Staff Development	14, 15, 16, 17a, 17b, 17c, 17d, 17e, 23, 30	19.6
Ongoing Systems of Support	1, 25, 26, 28, 29	9.8
Mentor Conditions	34a, 34b, 34c, 34d, 34e, 34f	11.8
Common Support Providers	35a, 35b, 35c, 35d, 35e, 35f, 35g, 35h	15.7
	Total	100

©2000 Dr. Dana S. Selzer

Kinds of Support by Category

Categories were analyzed to determine which had received the most support by subjects of the study. Subjects reported the most support on orientation to the district and the least on adapting teaching conditions for the beginner. Categories are listed below from highest to lowest mean score for all subjects.

Table 4 – Support Items by Category

Category	# of Items	Mean Scores		
		All	Mentor	No Mentor
Orientation to District	3	3.4	3.4	3.2
Socialization/School Culture	4	2.7	2.8	2.5
Ongoing Systems of Support	5	2.7	2.9	2.4
Common Support Providers	8	2.5	2.6	2.0
Staff Development	10	2.4	2.5	2.2
Professional Growth	12	2.3	2.3	2.0
Mentoring Conditions	6	2.0	2.6	-
Teaching Conditions	4	2.0	2.0	1.9

©2000 Dr. Dana S. Selzer

Most Helpful

Subjects of the study were asked to respond to the following open-ended question: My district/school has been most helpful to me this year in the following ways. Following is an itemized list of responses organized from highest to lowest in order of frequency.

Table 5 – Most Helpful

Most Helpful Item	Responses (N=938)	
	f	%
Helpful and supportive staff	128	13.6
Helped me develop professionally through workshops and classes	79	8.4
Supportive principal	73	7.8
Given emotional support	72	7.7
Provided a mentor	62	6.6
Answered my questions	41	4.4
Provided resources and materials	39	4.2
Included me, helped me fit in	30	3.2
Allowed me freedom to teach as I saw fit	28	3.0
Shared ideas and materials	27	2.9
Was observed and provided feedback	25	2.7
Oriented me to important district information at start	22	2.3
Provided an opportunity to interact with other first year teachers	22	2.3
Had support from administration with student discipline	21	2.2

(table continues)

©2000 Dr. Dana S. Selzer

Most Helpful Item, cont.	Responses (N=938)	
	f	%
Regular district/grade level/BT meetings	21	2.2
Had support of a team of teachers	19	2.0
Provided training and support on classroom management and discipline	19	2.0
Had confidence in me	15	1.6
Administration supported my actions and decisions	14	1.5
Friendly positive environment	13	1.4
An informal mentor developed	12	1.3
Provided good communication	12	1.3
Provided training and support on effective teaching	11	1.2
Provided an induction program	10	1.1
Provided information on district policies and procedures	9	1.0
Provided a peer coach	8	0.9
Provided clear curriculum goals	8	0.9
Set clear expectations	8	0.9
Provided training and support on district curriculum	7	0.7
Provided financial benefits	6	0.6
Helped with paperwork	5	0.5
Provided extra time as needed	5	0.5
Encouraged me to take risks/try new things	5	0.5

(table continues)

©2000 Dr. Dana S. Selzer

Most Helpful Item, cont.	Responses (N=938)	
	f	%
Supportive parents and/or students	4	0.4
Had support working with/dealing with parents	4	0.4
Opportunities to interact with other professionals	4	0.4
Provided flexibility to take care of other responsibilities	4	0.4
Was involved in a team teaching situation	4	0.4
Provided a special Masters Degree program	3	0.3
Minimized preps	3	0.3
Minimized extra duties	3	0.3
Provided team planning	3	0.3
Was allowed to observe master teachers	3	0.3
Provided voicemail and e-mail communication systems	3	0.3
Provided professional support before school began	3	0.3
My social needs were addressed	3	0.3
Were open to new ideas	2	0.2
Kept me abreast of issues/requirements	2	0.2
Helped me get ready for the year	2	0.2
Provided training and support on school improvement	2	0.2
Help from district personnel	2	0.2
Forgiving/understanding about errors	1	0.1

(table continues)

©2000 Dr. Dana S. Selzer

Most Helpful Item, cont.	Responses (N=938)	
	f	%
Reduced class size	1	0.1
Provided training and support on parent/teacher conferencing	1	0.1
Provided a beginning teacher/mentor support group	1	0.1
Provided personal days and sick leave	1	0.1
Teacher organization provided support	1	0.1
Provided support personnel in my classroom	1	0.1
Was part of a professional development school as undergraduate	1	0.1

©2000 Dr. Dana S. Selzer

Most Helpful by Category

Individual responses were coded into each of the eight support categories. Respondents reported the most support from the people with whom they worked. The following table lists the categories in order of highest to lowest frequency of responses.

Table 6 – Most Helpful by Category

Category	Responses (N=938)	
	f	%
Common Support Providers	353	37.5
Socialization/School Culture	169	18
Teaching Conditions	147	15.6
Staff Development	122	12.9
Ongoing Systems of Support	79	8.3
Professional Growth	36	3.9
Orientation of the District	31	3.3
Noncategorized Items	1	0.1
Mentor Conditions	0	0
Total	938	99.6

©2000 Dr. Dana S. Selzer

Most Difficult

Subjects of the study were asked to respond to the following open-ended question: I have found the following to be the most difficult about being a beginning teacher in my district/school this year. Following is an itemized list of their responses organized from highest to lowest in order of frequency.

Table 7 – Most Difficult

Most Difficult Item	Responses (N=851)	
	f	%
Unaware of rules, policies, procedures necessary to do my job	60	7.1
Lack of adequate resources	44	5.2
Quantity of paperwork	39	4.6
Overloaded with all the responsibilities of teaching/extra duties	38	4.5
Student behavior issues	37	4.3
Lack of support from parents	35	4.1
Difficulty with planning and organization	30	3.5
Lack of support, respect, acceptance from administration	28	3.3
Inadequate time to do everything	28	3.3
Didn't get the necessary information	26	3.1
Dealing with the wide variety of student needs	25	2.9
Student learning expectations not clear	24	2.8
Lack of clarity of roles and responsibilities	23	2.7

(table continues)

©2000 Dr. Dana S. Selzer

Most Difficult Item, cont.	Responses (N=851)	
	f	%
Lack of support, respect, acceptance from other teachers	23	2.7
Difficulty with lesson/curriculum planning	21	2.5
Lack of support in dealing with student discipline	20	2.4
Difficulty with classroom management	19	2.2
Given the most difficult teaching assignment	17	2.0
Student apathy	16	1.9
Too many students/large class sizes	16	1.9
Had an ineffective mentor	14	1.6
Understanding state standards/QPA	13	1.5
Inadequate facilities	13	1.5
Only teacher in a department	12	1.4
Time management	12	1.4
Not prepared for particular position	12	1.4
Too much to teach	11	1.3
Age too close to students and far from coworkers	11	1.3
Overall lack of support, respect, acceptance of new teachers	10	1.2
Working in more than one school, district, community	10	1.2
Poor school culture	9	1.1
Isolation from colleagues	9	1.1

(table continues)

©2000 Dr. Dana S. Selzer

Most Difficult Item, cont.	Responses (N=851)	
	f	%
Didn't know anyone; hard to make new friends	9	1.1
Lack of support, respect, acceptance from students	8	0.9
Inadequate planning time	8	0.9
Inadequate staff development	7	0.8
Too many preps	7	0.8
No help to improve teaching	7	0.8
Piloting new program	7	0.8
Overall lack of communication	6	0.7
Didn't have a mentor	6	0.7
Small school or district: hard to be accepted/social needs not met	6	0.7
New ideas and teaching techniques not accepted	5	0.6
Hired late	5	0.6
Uncertainty about future teaching assignment/future role	5	0.6
Didn't know who to ask for help	4	0.5
Didn't feel like a part of the staff	4	0.5
Inadequate collaboration time	4	0.5
Pulled out of classroom for meetings	4	0.5
Lacked necessary support personnel	4	0.5
Understanding the school/community culture	4	0.5

(table continues)

©2000 Dr. Dana S. Selzer

Most Difficult Item, cont.	Responses (N=851)	
	f	%
Lack of professionalism among staff	3	0.4
No other first year teachers with whom to interact	3	0.4
State assessments	3	0.4
Financial issues	3	0.4
Money spent out of own pocket	3	0.4
Politics of district	3	0.4
Living away from where I teach	3	0.4
Communicating with parents	2	0.2
Expectations too high	2	0.2
Program not accepted by others	2	0.2
Dealing with paras and other teachers	2	0.2
Large school district; impersonal	2	0.2
Teaching strategies	1	0.1
Outdated curriculum requirements	1	0.1
Not free to adapt curriculum	1	0.1
Too many observers (college students)	1	0.1
Keeping up with activities and events	1	0.1

©2000 Dr. Dana S. Selzer

Most Difficult by Category

Individual responses were coded into each of the eight support categories. Respondents reported as most difficult the teaching conditions in which they worked. The following table lists the categories in order of highest to lowest in order of frequency.

Table 8 – Most Difficult by Category

Category	Responses (N=851)	
	f	%
Teaching Conditions	443	52.1
Staff Development	105	12.2
Common Support Providers	93	10.9
Orientation to District	87	10.3
Socialization/School Culture	77	9.3
Ongoing Systems of Support	35	4.2
Professional Growth	11	1.3
Mentor Conditions	0	0
Total	851	100.3

©2000 Dr. Dana S. Selzer

Needed More Support

Subjects of the study were asked to respond to the following open-ended question: I would have appreciated more support from my district/school this year in the following areas. Following is an itemized list of their responses organized from highest to lowest in frequency of response.

Table 9 – Needed More Support

Needed More Support Item	Responses (N=708)	
	f	%
Provide clear procedures about how things work/how to do things	53	7.5
Provide materials/equipment specific to needs	47	6.6
Provide help with discipline problems	43	6.1
Satisfied with the level of support given	36	5.1
Provide clear and specific curriculum guides	30	4.2
Provide professional development appropriate to individual needs	30	4.2
Provide a mentor teacher	29	4.1
Provide support from the administration	28	4.0
Help with lesson/curriculum planning	25	3.5
Help with classroom management strategies	25	3.5
Provide feedback on teaching	24	3.4
Help with strategies for working with learners with special/different needs	23	3.2
Provide clear roles and responsibilities	20	2.8

(table continues)

©2000 Dr. Dana S. Selzer

Needed More Support Item, cont.	Responses (N=708)	
	f	%
Help with conferencing/working with parents	16	2.2
Provide clear guidelines and policies	15	2.1
Provide a structured induction program	14	2.0
Provide better financial support	13	1.8
Communicate pertinent information in advance of when they are due	13	1.8
Help dealing with paperwork	12	1.7
Provide adequate planning time	11	1.5
Provide collaborative time with experienced teachers/mentors	11	1.5
Help with effective teaching strategies	10	1.4
Help with district and state testing	10	1.4
Provide release time to observe master teachers	9	1.3
Help with understanding benefits (e.g., health insurance, sick leave)	9	1.3
Needed support in all areas	8	1.1
Help understanding QPA/school improvement	8	1.1
Provide detailed orientation prior to start of school	8	1.1
Help with organization	7	1.0
Provide adequate human resources/support staff	7	1.0
Provide meetings with other teachers who teach the same subjects	7	1.0
Reduce the number of students the BT is responsible for	7	1.0

(table continues)

©2000 Dr. Dana S. Selzer

Needed More Support Item, cont.	Responses (N=708)	
	f	%
Help understanding IDPs/professsional development system	6	0.8
Improve communication	6	0.8
Eliminate difficult assignments for beginners	6	0.8
Help with interacting/teaching with colleagues	5	0.7
Help with meeting curriculum standards	5	0.7
Have reasonable expectations of a beginner	5	0.7
Protect BT from committees/extracurricular activities	5	0.7
Help with how to get started	4	0.6
Need more praise and acceptance from staff	4	0.6
Provide support for decisions made by beginning teacher	4	0.6
Provide explanation of educational acronyms	4	0.6
Provide social events to get to know everyone	4	0.6
Provide a support group for beginning teachers	4	0.6
Inform other teachers about special programs	4	0.6
Help with time management	3	0.5
Help with motivating students to learn	3	0.5
Help with student assessment	3	0.5
Provide background information about the district	3	0.5
Make sure mentors are chosen wisely	3	0.5

(table continues)

©2000 Dr. Dana S. Selzer

Needed More Support Item, cont.	Responses (N=708)	
	f	%
Help integrating school improvement strategies into classroom	2	0.3
Help with technology integration	2	0.3
Provide technology and tech support	2	0.3
Provide information on crisis plan	2	0.3
Require regular meetings with mentor	2	0.3
Allow time for mentor to observe beginning teacher	2	0.3
Help with community involvement	1	0.1
Help with professional portfolio	1	0.1
Help with coaching athletics	1	0.1
Provide support for new ideas and teaching models	1	0.1
Provide more opportunities for coaching athletics	1	0.1
Don't pull beginning teachers out of classroom so often	1	0.1
Understand that beginning teachers need to be included	1	0.1

©2000 Dr. Dana S. Selzer

Needed More Support by Category

Individual responses were coded into each of the eight support categories. Respondents reported most often the need for more support with staff development. The following table lists the categories in order of highest to lowest frequency of responses.

Table 10 – Needed More Support by Category

Category	Responses	(N=708)
	f	%
Staff Development	181	25.6
Teaching Conditions	148	20.6
Orientation to the District	120	17.0
Common Support Providers	104	14.8
Ongoing Systems of Support	44	6.2
Noncategorized Items	44	6.2
Professional Development	34	4.8
Mentor Conditions	18	2.6
Socialization/School Culture	15	2.1
Total	708	99.9

©2000 Dr. Dana S. Selzer

Kinds of Support from All Data Sources

Data from the support section of the BTES and the three open-ended responses were combined and compared to determine the areas of greatest support and need. Results are displayed in the table below. Values in **bold** designate categories that included greater than 10% of the total responses to a given open-ended question. Values that are underlined designate categories that included greater than 35% of the responses to a given open-ended question. Categories in ***bold italics*** designate those that show the greatest strength and/or need across three or more of the questions.

Table 11 – Kinds of Support from All Data Sources

	Support Section	Open-ended Responses						
	Support (N=553)	Most Helpful		Most Difficult		Needed More		Total
	M	f	%	f	%	f	%	
Teaching Conditions	2.0	**147**	15.6	**443**	52.1	**148**	20.6	***738***
Common Support Providers	2.5	**353**	37.5	**93**	10.9	**104**	14.8	***550***
Staff Development	2.4	**122**	12.9	**105**	12.2	**181**	25.6	***408***
Socialization/School Culture	2.7	**169**	18.0	77	9.3	15	2.1	261
Orientation to District	3.4	31	3.3	**87**	10.3	**120**	17.0	238
Ongoing Systems of Support	2.7	79	8.3	35	4.2	44	6.2	158
Professional Growth	2.3	36	3.9	11	1.3	34	4.8	81
Mentor Conditions	2.0	0	0	0	0	18	2.6	18
Not Categorized	0	1	0.1	0	0	44	6.2	45
N=		938		851		708		2497

©2000 Dr. Dana S. Selzer

Job Satisfaction

The job satisfaction section of the BTES survey was designed to determine how satisfied beginning teachers were at the end of their first year. It included 14 items that were scored on a 4 to1 Likert scale, with four indicating "completely accurate" and one indicating "not accurate." The average score for all items on the job satisfaction section of the Beginning Teacher Experience Survey (BTES) was **3.41** on a 4-point scale. Beginning teachers in the study averaged 47.6 out of 56 possible job satisfaction points. In practical terms this indicated that the average beginning teacher received **85%** of the maximum job satisfaction points. Those with mentors received **86%**; those without mentors received **83%.** The following table lists each item in order from highest to lowest mean score.

Table 12 – Job Satisfaction

Item No.	Item	M	SD
2	The people important to me value what I do.	3.73	.50
13	I am permitted to adapt curricular materials to meet my students' needs.	3.69	.57
4	I believe my teaching enhances student learning.	3.56	.55
3	I know I made the right decision to become a teacher.	3.53	.70
5	I am capable of adapting curricula to meet my students' needs.	3.50	.60
12	My principal commends my professional performance.	3.45	.83
8	There are opportunities for professional growth in my position.	3.40	.76
11	My students' parents have confidence in me.	3.40	.64
6	I really like teaching in my current school.	3.38	.88
9	I like my current teaching assignment.	3.30	.92
14	Thinking ahead five years, I'm sure I will be teaching.	3.29	.92
7	Even if I could earn as much money in another profession, I would not stop teaching.	3.28	.89
10	My student teaching experience prepared me well for teaching.	3.21	.88
1	My college preparation/coursework prepared me well for teaching	3.03	.76
	M=	3.41	

©2000 Dr. Dana S. Selzer

Categorical Analysis of Job Satisfaction

Items from the job satisfaction section were then organized into general categories. The items clustered around four different categories.

1. Feels Valued. Items included in this category were those that measured the extent to which respondents felt valued by those with whom they worked.
2. Efficacy. Items grouped in this category were those that measured the extent to which respondents felt they had the power to impact student learning.
3. Satisfaction with the Teaching Profession. Items grouped in this category were those that measured the extent to which respondents were satisfied with their choice to become teachers.
4. Preparation for Teaching. Items grouped in this category were those that measured the extent to which respondents were satisfied with their teacher preparation experience.

Items on the job satisfaction section of the BTES were organized into categories based on like topics. The items naturally clustered around four different categories. The following table describes the categories and the items placed in each.

Table 13 – Job Satisfaction Items Assignment by Category

Category	Items Included
Feel Valued	2, 11, 12
Efficacy	4, 5, 13
Satisfaction with the Teaching Profession	3, 6, 7, 8, 9,14
Satisfaction with Preparation	1, 10

Job Satisfaction by Category

Categories were analyzed to determine in which categories beginning teachers were most satisfied. In general, beginning teachers reported a fairly high level of job satisfaction across all categories. Categories are listed below from highest to lowest mean score for all subjects.

©2000 Dr. Dana S. Selzer

Table 14 – Job Satisfaction by Category

Category	Items f	M
Efficacy	3	3.58
Feeling Valued	3	3.53
Satisfaction with the Teaching Profession	6	3.36
Satisfaction with Preparation for Teaching	2	3.12

Hypothesis Testing

Level of Support in Small vs. Mid-sized vs. Large Districts

An Analysis of Variance was performed to determine whether or not there was a significant difference between the level of support given beginning teachers in small vs. mid-sized vs. large districts. The study showed no practical difference in the level of support given beginning teachers in small vs. mid-sized vs. large districts.

Level of Support in Urban vs. Rural Districts

An Analysis of Variance was performed to determine whether or not there was a significant difference between the level of support given beginning teachers in urban vs. rural areas. In practical terms, the study showed no difference in the level of support given beginning teachers in rural vs. urban districts.

Correlation Between Level of Support and Job Satisfaction

A regression analysis was performed to determine the relationship between level of support and job satisfaction. The study found a high positive correlation (r = .49) between level of support and job satisfaction, meaning that as support goes up, job satisfaction does also. The study also found a high level of practical significance (r-squared = .25). These findings do not mean that one caused the other, only that there was a positive correlation between the two measures.

©2000 Dr. Dana S. Selzer

SUMMARY OF DATA ANALYSIS

Teaching Conditions Summary

According to respondents of the study, teaching conditions was a support category that was consistent across all data sets. Beginning teachers in the study indicated that they were least likely to experience teaching conditions that supported their success than any other category in the study. The statements "This year the most challenging teaching assignments in my building have been given to the experienced teacher" and "This year my teaching load has been reduced compared to the teaching load of experienced teachers in my building or district" were among the five lowest scoring items on the support section of the BTES survey.

When asked what was most helpful about their first year, their third highest response identified actions that supported the beginner's teaching conditions. According to the survey, the subjects of this study listed the provision of resources and materials, the sharing of ideas and materials, and being allowed the freedom to teach as being the most helpful to them during their first year of teaching. They also named such actions as decreased class size, fewer preparations, and increased planning time.

When asked what was most difficult about their first year, their overwhelming response was difficult teaching conditions, mentioning it in more than half of the total responses and occupying eight of the twelve most frequent responses for the most difficult category. Their responses indicated that they were frustrated by the lack of resources, by being overloaded with extra duties and paperwork, and by the lack of time to get it all done. They also indicated student behavior issues and lack of parent support had been difficult. They found it difficult to meet the varied needs of students and were frustrated with the lack of clear learner expectations.

©2000 Dr. Dana S. Selzer

When asked what more support they would have appreciated, they identified the need for districts to provide appropriate materials/supplies, and clear and specific curriculum goals.

Common Support Providers Summary

While the subjects in the study mentioned more frequently than any other category that support providers had been most helpful during their first year, the results of this category on the support section of the survey indicated they had only an average level of support by support providers. Respondents to this study indicated that the most helpful person to them during their first year on the job was an informal mentor in their building, followed by other teachers in the building, followed by the building administrator. Mentors were perceived as helpful to those who had a one. For those respondents who had mentors ($\underline{n}$ = 368), the level of support they received from their mentors was rated equal to the level of support all respondents received from the building administrator. When considering the data from all subjects, the assigned mentor ranked in fifth place behind other beginning teachers in the building.

When asked to identify how their school or district had been most helpful during their first year of teaching, the most frequent response was that they were supported by the people with whom they worked. Respondents most specifically identified building administration and their help with student discipline issues, and a supportive team of teachers as helpful. However, when asked how they might have been more supported during the year, respondents also indicated they would have appreciated more administrative support, especially with discipline problems. Subjects from this study said they would have appreciated mentors during their first year on the job.

©2000 Dr. Dana S. Selzer

Staff Development Summary

The data on staff development appeared to be consistent across all data sets. Subjects in the study indicated that they had not experienced much of the training the literature on beginning teachers suggests is critical to their success. Many indicated they had Individual Development Plans (IDP), received reading materials and had access to some training opportunities. Their experience showed that more subjects had received training on classroom management than on how to work with parents, plan and organize, or manage the physical setting. In fact, these last three types of training were among the lowest 10 mean scores on the support section of the survey.

Many of the subjects of the study indicated that training, especially that focused on classroom management/discipline and on effective teaching, had played an important role in their success during the first year. When asked what was most difficult about their first year, many subjects of the study indicated that they lacked the specific skills and training needed to do the job, especially having difficulty with classroom management and planning. When asked what more support they would have appreciated, their most frequent response was training, most specifically training on lesson/curriculum planning, classroom management, and strategies for teaching students with varied needs.

Socialization/School Culture Summary

Results from the socialization items on the experience survey indicated the beginning teachers in the study in general experienced a culture that supported their questions, but were not so likely to be involved in social functions or be socialized into the community.

©2000 Dr. Dana S. Selzer

When asked to identify how their school or district had been most helpful during their first year of teaching, subjects identified activities or actions that helped them feel included and valued (18% of responses) as important to their support system. They also noted that it was helpful when their co-workers included them, helped them fit in and showed confidence in them. Those who responded frequently identified giving emotional support and answering their questions as most helpful. On the negative side, the most difficult item identified by the survey was lack of respect and support for beginning teachers.

Orientation Summary

In terms of actual experience, results from this study indicated that beginning teachers were more likely to be involved in orientation activities ($\underline{M} = 3.4$) than in any other category of support covered in the study. All three of the items on the support section of the BTES that were grouped in the orientation category were listed in the top ten items. Subjects reported that they were most likely to be provided with printed materials about employment and school regulations, shown around the building before the school year started, and provided with orientation information about how the system worked. Subjects noted that it was helpful to have important district information shared with them at the beginning of the school year.

However, when asked what types of help they would have appreciated during their first year of teaching, one of the three highest response categories was activities associated with orientation to the district ($\underline{f} = 120$). Survey respondents repeatedly noted that they were often unaware of rules and policies until they had broken them unwittingly. They also indicated that they often lacked the knowledge of procedures for how things worked or for getting things done. They felt a general lack of clarity of roles and responsibilities.

©2000 Dr. Dana S. Selzer

Sustained Organizational Support Summary

The sustained organizational support category tied for second place in terms of mean scores related to beginning teachers' experience. However, it generated very little useful data on the open-ended items.

Survey respondents found it helpful to interact with other first-year teachers. They also indicated that it was helpful to be involved in regular meetings where they could learn from and interact with other professionals. The greatest difficulty identified by survey was not getting the appropriate information in a timely fashion. Fourteen respondents said they would have appreciated a structured induction program.

Professional Growth Summary

Results of the professional growth category indicated that subjects did not experience the activities grouped in this category to a high degree. The highest rated item in this category would indicate that the beginning teachers in this study were observed and coached as beginning teachers. The remaining items in the category would seem to indicate that there was little opportunity for the subjects in this study to observe master teachers and process what they had learned. Likewise, results suggest that it was not common for beginning teachers in this study to have help identifying and adapting strategies to meet their professional needs throughout the year, nor did they appear to have much opportunity to measure their growth against professional teaching standards. Beginning teachers in the study who were observed and provided feedback indicated that they appreciated the support; those who had not been observed and provided feedback indicated they would have appreciated it.

©2000 Dr. Dana S. Selzer

In analyzing the data for all four data sets, it was noticeable that professional growth did not appear to be a high priority in terms of experience, most helpful, most difficult, or an area needing more support. This finding would be consistent with the literature on the developmental stages of beginning teachers: that they tend to be concerned about the most critical day to day survival skills the first year and can only focus on their own professional growth in later stages of their professional career.

Mentor Conditions Summary

Approximately two-thirds of the beginning teachers responding to the survey indicated they had a mentor. This particular study did not generate much useful data regarding mentor conditions in Kansas. A high percent of items included in the BTES were answered "don't know" by respondents who had mentors. As discussed earlier, this was probably because the beginning teachers who completed this section of the survey did not know answers to these survey items. In short, these survey items were probably given to the wrong people.

Data from the beginning teachers who had mentors indicated that there may have been some thought put into the choosing of their mentors. However, data on the remaining experience survey items seemed to indicate that there is room for growth in the preparation, support, and compensation of mentors. Only 18 open-ended responses were submitted related to mentor conditions. In addition, 14 respondents indicated that they had an ineffective mentor that had caused them difficulty.

©2000 Dr. Dana S. Selzer

RECOMMENDATIONS

1. Because job satisfaction is highly correlated with support, the State of Kansas should mandate comprehensive support systems across the state for all beginning teachers, including providing direction and resources to assist districts to this end.
2. Beginning teachers must be provided comprehensive, ongoing support in all eight support categories throughout their first years of teaching in order to be supported at the maximum level.
3. Schools should adapt the teaching environment for beginning teachers to accommodate for their lack of experience and expertise.
4. School leaders should eliminate policies and practices that place beginning teachers in difficult teaching assignments or that give beginning teachers responsibilities that are equal to or greater than those given to veteran teachers.
5. Building principals should be educated about the unique needs of beginning teachers so they can personally provide needed support and so they can articulate to staff members the critical nature of the first year on the job.
6. Induction programs should be based on the developmental needs of beginning teachers. For most beginners this means a focus on basic classroom skills during the first year and a focus on professional growth during the following years.
7. Beginning teachers initially need training on skills that will help them survive: classroom management and discipline, instructional and curricular planning, working with parents, and meeting the needs of all children. They also need ample time to prepare in order to integrate these skills into the classroom.

©2000 Dr. Dana S. Selzer

8. When beginning teachers are being oriented to the district, care should be taken to make sure they clearly understand the district's policies, procedures, guidelines and rules.
9. Every effort should be made to ensure that beginning teachers are informed about the school and community culture, and that they are included socially in both school and community activities.
10. Beginning teachers need the support of all people in the organization in order to be successful, with informal mentors, other teachers in the building, administrators, and formal mentors each playing an important role in this support system.
11. As Kansas embarks on a state-supported mentoring program beginning in the 2001-2002 school year, the Beginning Teacher Experience Survey (BTES) should be used as a program evaluation instrument to determine the extent to which mentoring programs enhances the level of support for beginning teachers. Data from this study would serve as a baseline for future comparison.
12. Teachers in their second and third years of teaching should be surveyed using the BTES to assess the extent to which (1) support services are continuing to provide for professional growth and (2) their job satisfaction may be changing over time.
13. The State of Kansas should devise an aggressive recruitment and retention plan for teachers of color and for male teachers, including high-quality induction programs to support and retain them.
14. A further study of mentoring conditions in Kansas should be conducted to determine the extent to which mentoring programs meet standards of quality found in the literature.

©2000 Dr. Dana S. Selzer

15. Further data analysis should be conducted to determine the extent to which the combined factors of small district size and rural location affect the support given beginning teachers.

16. As Kansas implements a performance-based licensing system for teachers and a results-based accreditation system for its teacher preparation programs, state leaders should closely monitor the effects of hiring beginning teachers from outside of Kansas.

17. In order for other states to have reciprocal certification agreements with Kansas, they should be required to comply with Kansas' standards for teacher preparation.

CONCLUSION

Results from this study indicated that beginning teachers in Kansas during the 1999-2000 school year received less than half of the support that would have been considered optimum based on a review of the literature on best practices. Beginning teachers were most likely to have been oriented to the district and they were least likely to have experienced teaching situations that took into consideration their unique needs as beginners in the profession. They cited as most helpful the support of their fellow educators, protection from difficult teaching situations, socialization activities, and training. They described as most difficult their teaching conditions, lack of training, lack of support and respect from administrators and staff, and lack of orientation to the policies and procedures of the district. They indicated they needing more support in the same areas.

Seventeen recommendations were made based on the results of this study. The State of Kansas was advised to mandate and provide direction and funding for a comprehensive, ongoing system of support for beginning teachers which includes more than just orientation and

©2000 Dr. Dana S. Selzer

mentoring. Study results also supported the recommendation that beginning teachers be placed in teaching positions in which they are protected from difficult situations and extra responsibilities. It was further recommended that building principals be educated about the varied needs of beginning teachers in order to provide the supports needed, including socialization into the community and school, and providing an environment in which the beginning teacher could be supported professionally by many members of the school community.

The study recommended a developmental approach to supporting the beginning teacher, including training appropriate to their needs during the first year and support focused on professional growth in subsequent years. It also recommended that beginning teachers be thoroughly orientated to the district's policies, procedures, and guidelines.

The BTES survey was recommended for use in the evaluation of the effectiveness of the new state-supported mentoring program since baseline data are now available from this study. A follow-up survey of second and third year teachers was also recommended.

As this study did not produce useable data on the topic of mentoring, a study of mentoring conditions in Kansas was recommended. Further study of the combined factors of small district size and rural location on level of support was also recommended.

It was recommended that state leaders monitor the effects of hiring beginning teachers from outside of Kansas and that an aggressive recruitment and retention plan for minority and male teachers be implemented.

©2000 Dr. Dana S. Selzer

APPENDIX A

BEGINNING TEACHER EXPERIENCE SURVEY

©2000 Dr. Dana S. Selzer

Beginning Teacher Experience Survey

Survey No. _____

Is this your first full year in a permanent teaching position at the PreK-12 level in a Kansas public school district? ___ Yes ___ No

Please note any past paid teaching experience you have had:

Experience — How long?

_____

Gender: _____ male
_____ female

Ethnicity:
(Mark all that apply.)
_____ American Indian/Alaska Native
_____ Asian
_____ Black/African American
_____ Hispanic/Latino
_____ Native Hawaiian/Other Pacific Islander
_____ White

Assignment:
_____regular education teacher
_____ special education teacher
_____ special assignment teacher
(e.g., Title 1, at-risk)

Age: _____ College or university that provided your teacher preparation training _____

Classification size of your district: 1A 2A 3A 4A 5A 6A

Grade level(s) you taught this year: (Circle all that apply.)
PreK K 1 2 3 4 5 6 7 8 9 10 11 12

Subject area(s) you taught this year:

_____
(List each subject separately.)

Extracurricular assignment(s) you held this year:

_____
(List each assignment separately.)

For purposes of this study, a structured induction program is defined as a structured support system designed by a school, a district, or a consortium to provide planned and organized training and assistance to the beginning teacher for a period of at least one full school year.

Using the definition above, check the response that best describes your situation this year.

_____ I have not been part of a structured induction program.
_____ I have been part of a structured induction program for beginning teachers in my building.
_____ I have been part of a structured induction program for beginning teachers in my district.
_____ I have been part of a structured induction program that is a collaborative effort involving my district and
(Check all that apply.)
_____ another district(s).
_____ service center (please name) _____
_____ university (please name) _____
_____ other (please specify)_____

The researcher may use the information provided in the following survey to compile and analyze group data only. I understand that individual data about me will not be reported. _____
Please initial.

I would like to receive results from the study. _____ Yes _____ No

©2000 Dr. Dana S. Selzer

Read each statement carefully and mark the response that most accurately reflects your experience this year. 4 = The statement absolutely reflects my experience this year. 3 = The statement mostly reflects my experience this year. 2 = The statement somewhat reflects my experience this year. 1 = The statement does not reflect my experience this year. D = I do not have the information needed to respond to the statement.	Reflects my experience this year: Absolutely	Mostly	Somewhat	Does Not	Don't know
1. This year I have been part of an induction program that has well defined goals, and I am clear about what it is intended to accomplish.	4	3	2	1	D
2. This year I have had fewer professional responsibilities than experienced teachers in my building or district. For example, I have not been expected to serve on committees to the same extent as have experienced teachers.	4	3	2	1	D
3. This year my teaching load has been reduced compared to the teaching load of experienced teachers in my building or district.	4	3	2	1	D
4. This year the most challenging teaching assignments in my building have been given to the experienced teacher.	4	3	2	1	D
5. This year my building and/or district has held social functions to help me build relationships with colleagues.	4	3	2	1	D
6. This year my district/building has helped me gain an understanding of the community and its culture.	4	3	2	1	D
7. I was shown around my building before the beginning of the this school year.	4	3	2	1	D
8. This year orientation information was provided to help me know how to function in the system, including procedures for doing particular tasks, guidelines, policies, and expectations of the school district.	4	3	2	1	D
9. This year I was provided printed materials about employment and school regulations.	4	3	2	1	D
10. This year I received important materials and resources that I needed to successfully begin my teaching experience.	4	3	2	1	D
11. I have been given the opportunity this year to observe the practices of highly effective experienced teachers so I could learn from them.	4	3	2	1	D
12. I have been given the opportunity this year to collaboratively analyze what I have observed in the classroom(s) of experienced teachers.	4	3	2	1	D
13. An experienced teacher or administrator has observed my teaching this year and coached me so I might improve my teaching.	4	3	2	1	D
14. Workshops and activities I experienced this year have been part of my individual development plan (IDP).	4	3	2	1	D
15. I have been involved in a variety of staff development activities this year that have been designed to meet my needs as a beginning teacher.	4	3	2	1	D
16. I have been given release time from my students this year to take part in staff development activities.	4	3	2	1	D
17. This school year I have received staff development on the following topics:					
a. classroom management strategies.	4	3	2	1	D
b. specific teaching strategies or the instructional process.	4	3	2	1	D
c. scheduling, planning, and organizing the school day.	4	3	2	1	D
d. arranging, organizing, or analyzing the physical setting of the classroom	4	3	2	1	D
e. how to work with or conference with parents.	4	3	2	1	D
18. Early in the year someone helped me identify my individual strengths/needs as a teacher.	4	3	2	1	D
19. Early in the year someone helped me develop strategies to meet my individual needs (i.e. staff development, coaching, reading materials).	4	3	2	1	D
20. At various times throughout this year I have been helped to reevaluate my changing strengths/needs.	4	3	2	1	D
21. Throughout the year someone has helped me adapt strategies to address my changing needs (e.g., staff development, coaching, reading materials).	4	3	2	1	D

©2000 Dr. Dana S. Selzer

Reflects my experience this year:	Absolutely	Mostly	Somewhat	Does Not	Don't know
22. This year I have had assistance creating a professional portfolio that demonstrates my professional growth as a teacher.	4	3	2	1	D
23. I have been part of staff development activities this year that were designed to "catch me up" with my building's school improvement strategies.	4	3	2	1	D
24. I feel I have had ample emotional support this year.	4	3	2	1	D
25. As a beginning teacher, I have had year-round support that started before the school year began.	4	3	2	1	D
26. My support system will continue after this year.	4	3	2	1	D
27. This year my colleagues have created a climate that encourages me to seek assistance when I need it.	4	3	2	1	D
28. This year I have been part of a support group made up of other beginning teachers with whom I can express my joys and frustrations.	4	3	2	1	D
29. This year I have received regular communication about the district and/or building through such vehicles as newsletters, memos, or e-mail.	4	3	2	1	D
30. This year I have been provided professional materials such as articles and newsletters to help me grow professionally.	4	3	2	1	D
"Professional teaching standards" refer to a set of standards that clearly describe the skills and behaviors that are exhibited by effective teachers. Complete items 31-33 using this definition of "professional teaching standards".					
31. This year I have assessed my own skills using professional teaching standards as a guide.	4	3	2	1	D
32. This year I have had assistance developing my professional development goals based on professional teaching standards.	4	3	2	1	D
33. This year I have had assistance planning and participating in activities designed to help me meet professional teaching standards.	4	3	2	1	D
For purposes of this study, a "mentor" is defined as an experienced educator who has been assigned by a school or district to provide support, modeling, and conferencing services to the beginning teacher. Please complete the items associated with item 32 using this definition of "mentor".					
34. This year an experienced educator was assigned to me as a mentor by my school or district to provide support, modeling, and conferencing services. **If answer is "1" or "D", skip items 32a through 32f.**	4	3	2	1	D
a. My mentor has had training on how to be an effective mentor.	4	3	2	1	D
b. The roles and responsibilities of my mentor have been clear to me.	4	3	2	1	D
c. My mentor was carefully selected and matched to my grade level, my subject area and/or my specific needs.	4	3	2	1	D
d. My mentor has received compensation in the form of financial support or professional development points.	4	3	2	1	D
e. My mentor has been part of a peer support group for mentors.	4	3	2	1	D
f. My mentor and I have had coordinated schedules so we can meet regularly.	4	3	2	1	D
35. I have received very helpful support this year from:					
a. My building administrator(s)	4	3	2	1	D
b. My assigned mentor (see definition above)	4	3	2	1	D
c. Another teacher who has been an informal mentor to me	4	3	2	1	D
d. Other teachers in my building	4	3	2	1	D
e. Other beginning teachers in the system	4	3	2	1	D
f. College/university professors or outside consultants	4	3	2	1	D
g. Central office administrators	4	3	2	1	D
h. Local or state teacher organizations	4	3	2	1	D

©2000 Dr. Dana S. Selzer

Overall, how accurate is each of the following statements?

	Completely Accurate			Not Accurate
1. My college preparation/coursework prepared me well for teaching.	4	3	2	1
2. The people important to me value what I do.	4	3	2	1
3. I know I made the right decision to become a teacher.	4	3	2	1
4. I believe my teaching enhances student learning.	4	3	2	1
5. I am capable of adapting curricula to meet my students' needs.	4	3	2	1
6. I really like teaching at my current school.	4	3	2	1
7. Even if I could earn as much money in another profession, I would not stop teaching.	4	3	2	1
8. There are opportunities for professional growth in my position.	4	3	2	1
9. I like my current teaching assignment.	4	3	2	1
10. My student teaching experience prepared me well for teaching.	4	3	2	1
11. My students' parents have confidence in me.	4	3	2	1
12. My principal commends my professional performance.	4	3	2	1
13. I am permitted to adapt curricular materials to meet my students' needs.	4	3	2	1
14. Thinking ahead five years, I'm sure I will be teaching.	4	3	2	1

Please respond to the following statements:

1. My district/school has been most helpful to me this year in the following ways:

2. I have found the following to be the most difficult about being a beginning teacher in my district/school this year:

3. I would have appreciated more support from my district/school this year in the following areas:

©2000 Dr. Dana S. Selzer

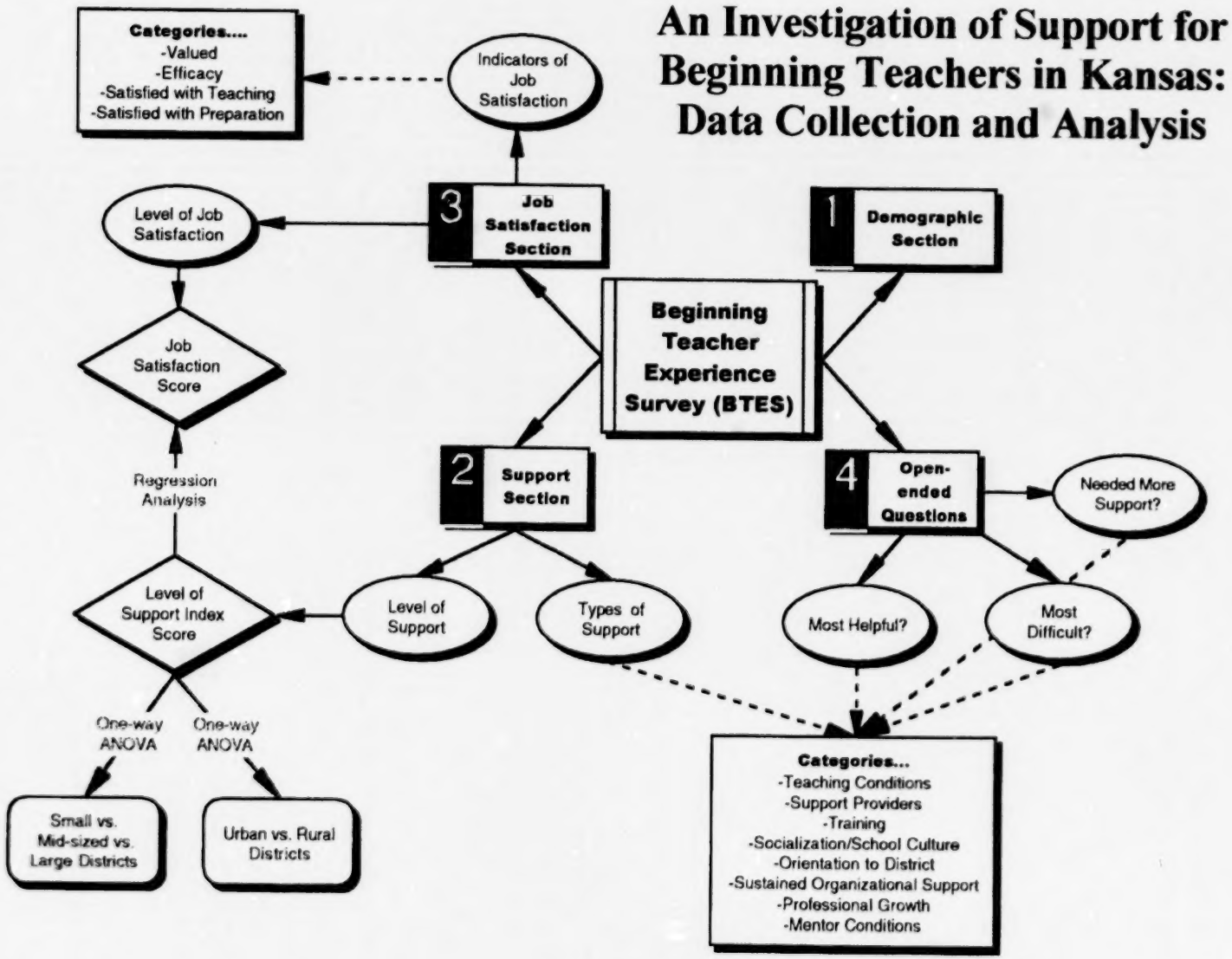
APPENDIX B

BEGINNING TEACHER EXPERIENCE SURVEY

CONCEPT MAP

©2000 Dr. Dana S. Selzer

Beginning Teacher Experience Survey
Concept Map



©2000 Dr. Dana S. Selzer

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: An Investigation of Support for Beginning Teachers in Kansas: Summary Report	
Author(s): Dana S. Selzer, Ed.D.	
Corporate Source:	Publication Date: 10-27-00

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1	Level 2A	Level 2B
☒	☐	☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please	Signature: Dana S. Selzer, Ed.D	Printed Name/Position/Title: Dana S. Selzer, Ed.D.
	Organization/Address: 1505 W 7th, Newton, KS 67114	Telephone: 620-327-7135 FAX: 620-327-7157
		selzerd@usd460.org 9-12-01

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)